

I am not here to teach you history . . . I am here to teach you how to teach yourselves history. I will give you the scaffolding as well as I can and you must build the house.—Kingsley.

Detrick's History Graphs.

Medieval and Modern History

Yet I doubt not with the ages one increasing purpose runs.

And the thoughts of men are widened with the process of the suns.—Tennyson.

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Foreword by the Author

For years I have been a worker in the public schools, having had teaching experience in all grades. During the past ten years my attention has been centered on the presentation of History. At the beginning of my career as a teacher of History, I was confronted with the fact that the average High School pupil, at the time he is introduced to the subject is still immature and in a great measure unable to grasp an intelligent hold on the story of the race, because he cannot carry the relationships as they are arranged in the chapters of the ordinary text book.

With this problem before me I set to the task of working out a method by which the subject is carried out on lines of progress. The graph which I am presenting is the product of the class-room during the past eight years.

Each pupil furnished with his own graph and as he studies, notations are made of important points in the century where that development was made. When the story is finished there is a sequence that gives power and food for thought, and leads to clear reasoning in solving the problems of twentieth century citizenship.

With this method the study of history has become one in which all the outward senses have been brought into play. The story of civilization becomes that of the greatest of all evolutions, and by its successes and failures furnishes a solid foundation for the world's citizenship.

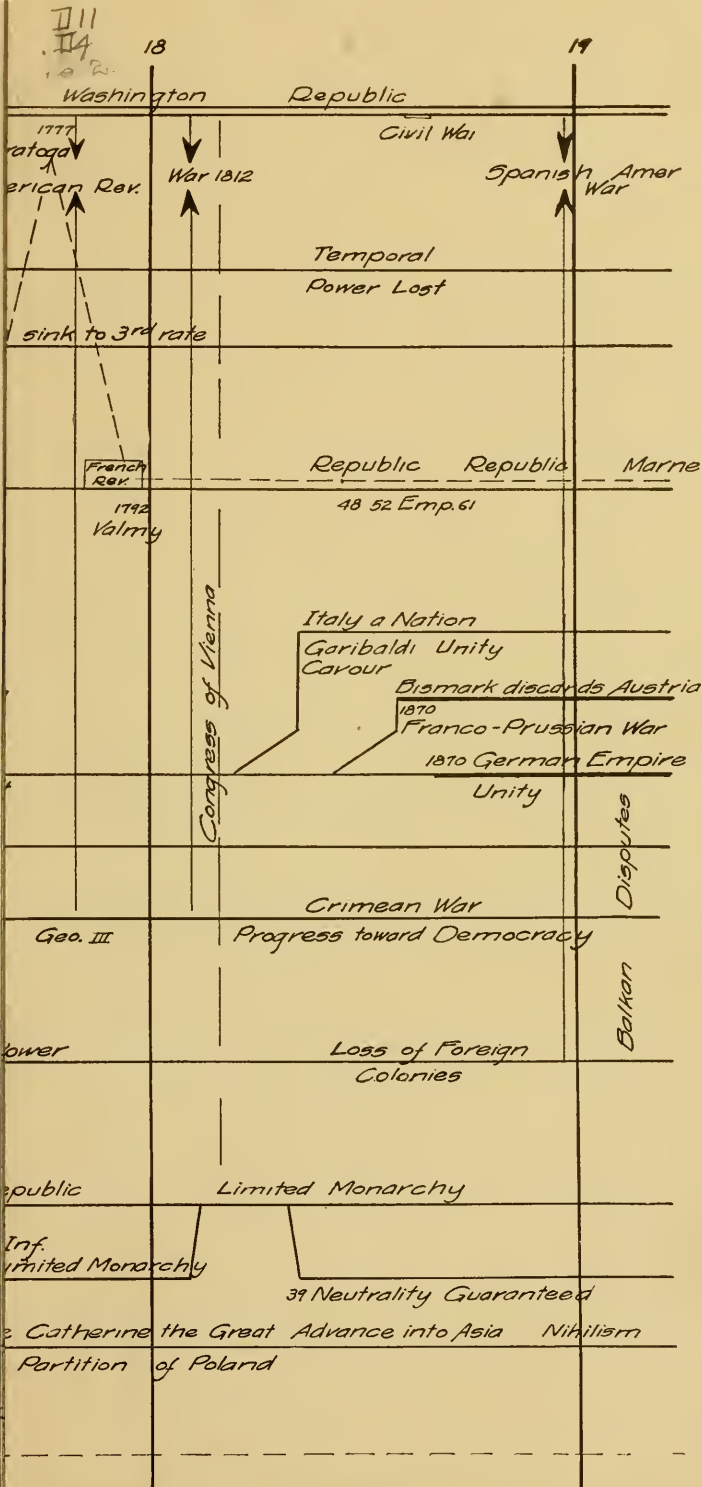
In offering this method to the American High School teacher and student, I desire to express my appreciation of the friendly suggestions and criticisms of my teacher friends and associates.

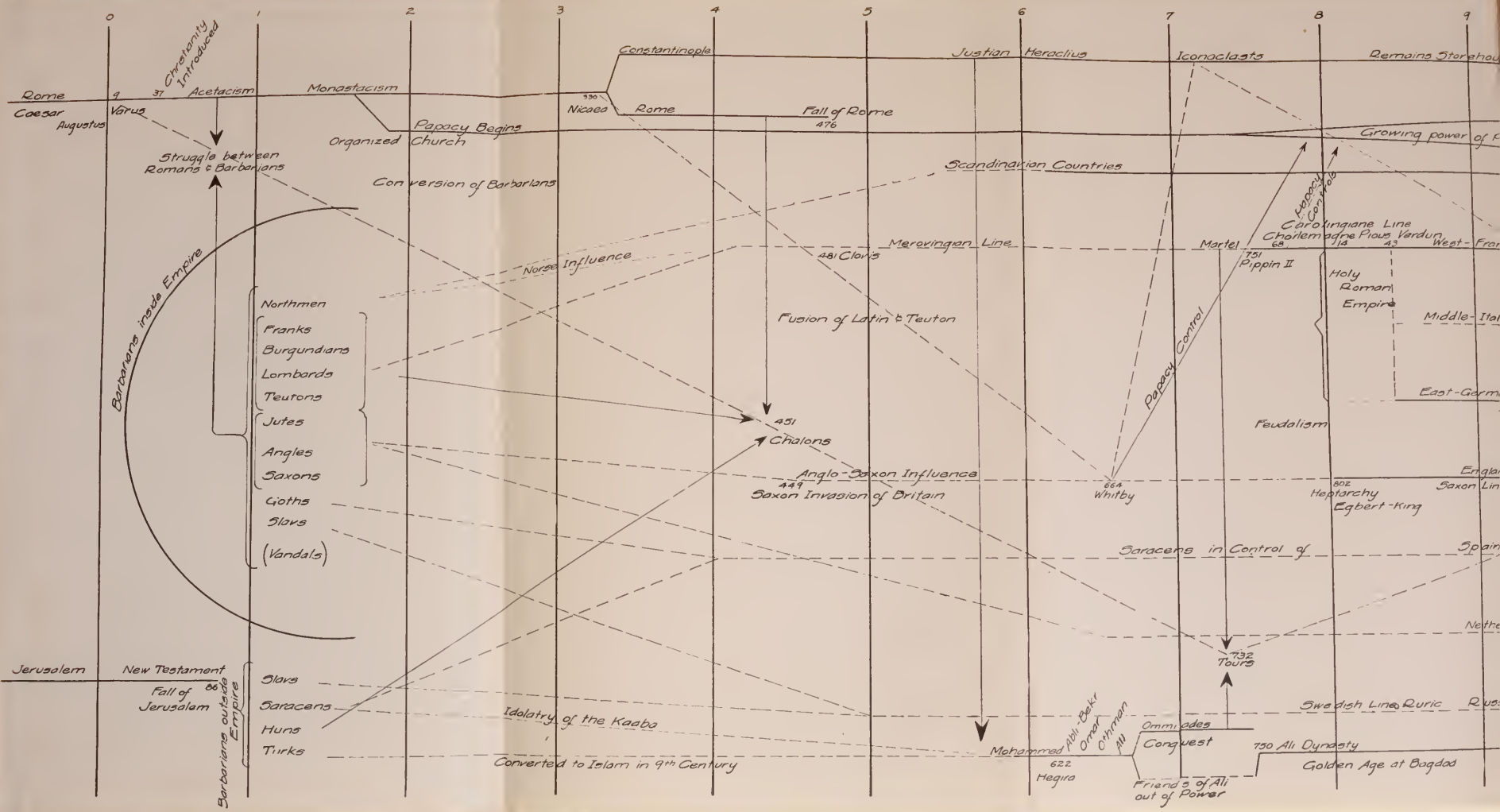
Very respectfully,

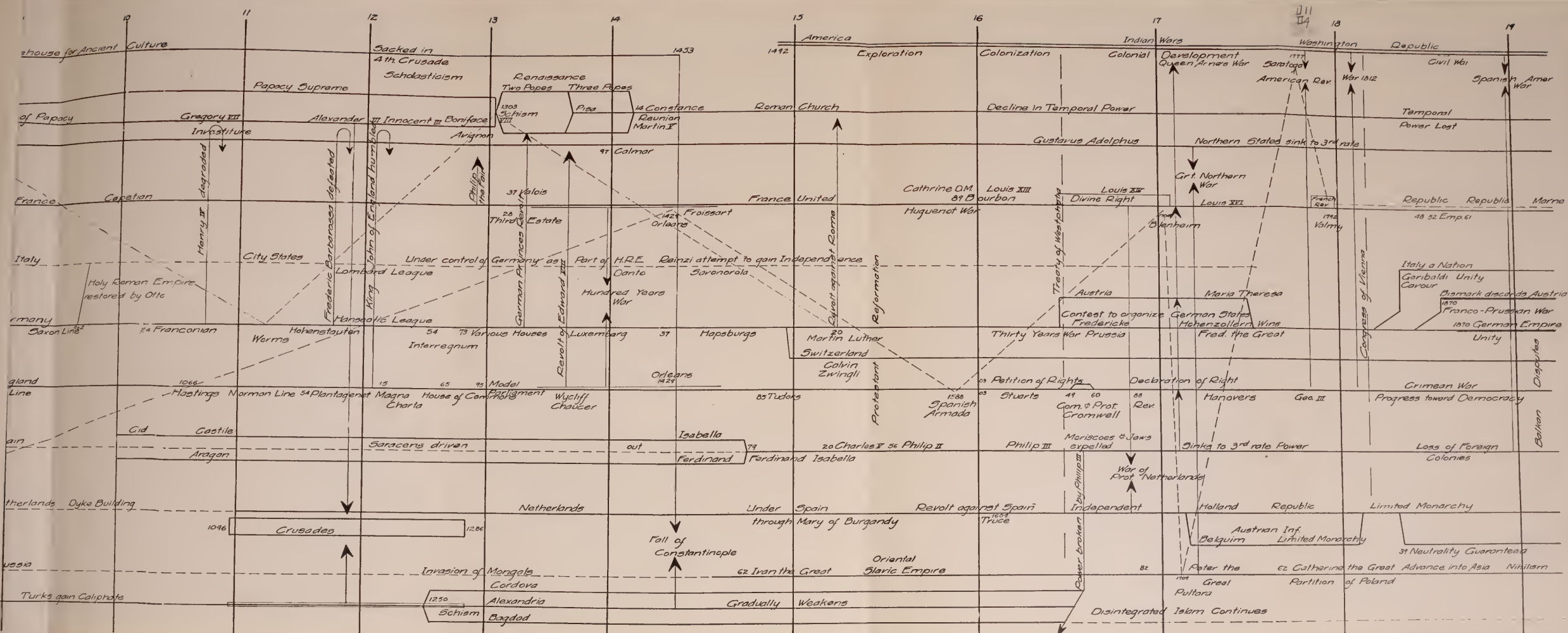
GUY DETRICK,
Principal Ada High School.

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To the Pupil—

1. Use any or all textbooks.
2. Make notations on lines of progress with dates, using shortest designation possible. There is just enough on the graph to serve as a guide. Make all notations in print.
3. Arrow points denote great conflicts. Others may be made as you discover them.
4. The perpendicular line of the birth of Christ is crossed by but one line of progress, that of Rome, who at that time was the only political power in the world.
5. Note that Jerusalem gave to Rome the influence which created the Papacy. The Church in turn converted the barbarians inside the empire, and the Fusion of these elements brought the centuries of the Dark Ages in Europe.
6. Note that barbarian influence outside the empire during this same period produced the Caliphate, the Papacy's great rival of the Middle Ages. They clash at Tours and then for the period of the Crusades.
7. Out of the Fusion comes the leading nations of Europe. Dotted lines while still in a tribal state.
8. Note the growing power of the Papacy and the Schism accompanied by a Schism in the Caliphate, finally breaking the old order and Martin Luther, springs upon the stage, with democracy in religion to be followed by democracy in politics, the seed of which had been sown by England.
9. Note the dotted line from Nicaea tracing the church controversies, also the one from Vards through the centuries, tracing the decisive battles of the world.
10. Note the Holy Roman Empire of Charlemagne's time. Its division in 843 at Verdun, its restoration in 963 with only Germany and Italy, leaving France to develop her nationality with England.
11. Work out your own lines for the development of the Balkan Peninsula.
12. Notice that America is but four centuries old, but underneath her are the mistakes of centuries. Shall we fail with the record before us? Not if the American youth knows.

NE lesson, and
only one, history
may be said to
repeat with distinctness:
that the world is built
on moral foundations;
that, in the long run, it
is well with the good;
in the long run, it is ill
with the wicked.

—*Froude.*

